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ABSTRACT

This document contains six papers from a collaborative school-to-work project during which teacher education faculty at Bowling Green State University worked with faculty and staff at Washington Local Schools in Toledo, Ohio, to infuse school-to-work activities within the context of each participating teacher's content area. "Employability Skills" (Kathy Siebenaler Wilson, Sue Cooper, Laurie Gyurko, Meg Smith) demonstrates the integration of business education and school-to-work at the secondary level. Efforts to develop a curriculum integrating career and mathematics objectives are described in "Careers and Math" (Ginny Keen, Linda Hoover). "Consumer Education and Printmaking" (Rosalie H. Politsky, Douglas Dury) explains how two art educators integrated consumer education and printmaking at the secondary level. "No Such Thing as a Free Lunch: Building Citizenship through a School Store" (Cassaundra El-Amin, Roxanne Ward) reports on an integrative approach to building citizenship in a student-run school store in a third-grade classroom. A program connecting the art of making music with the business of music for secondary students is examined in "Arts and Communication & Business and Management" (Isabel Barbara O'Hagin, Brad Sharp). "Skill Development for Community-Based Jobs: Activities for Developmentally Handicapped Students" (Sean Smith, Paula Maier) profiles a program providing community-based jobs to developmentally handicapped secondary students. (MN)

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SCHOOL-TO-WORK COLLABORATION:

University and Public Schools

Dean S. Cristol

Bowling Green State University

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SCHOOL-TO-WORK COLLABORATION:

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Dean S. Cristol

Bowling Green State University

This publication is supported by a state grant for the federal School-to-Work Opportunities Act of 1994. The funding from the state grant is directed by the Ohio School-to-Work Office. Also, the State University Education Deans have established a System Integration Coalition to undertake this work, along with three other related interuniversity projects.

The opinions expressed herein do not necessarily reflect the position of the U.S. Department of Labor, and no official endorsement by the U.S. Department of Labor should be inferred.

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PREFACE

This book represents a collaborative school-to-work project involving teacher education faculty at Bowling Green State University (BGSU), and faculty and staff at Washington Local Schools (WLS) in Toledo, Ohio. The participants were involved in a collaborative relationship, where the focus was to infuse school-to-work within the context of each participant's content area. The project's goal was to develop a series of teachable units that the participants can take back to their respective classrooms, so their students can begin to understand that classroom learning is relevant to the world of work.

This book supports the school-to-work principle that a primary role of an educator is to encourage all students to prepare for active membership in tomorrow's community by looking ahead at their educational and employment opportunities. Educators need to improve learning and teaching by linking relevant school-based and work-based learning experiences to "real world" applications.

An important role for teacher educators is to help in the infusion of school-to-work into the state and local curricula. Teacher educators provide their expertise within their content area to school systems who are beginning the process of infusing school-to-work into their curricula. Teacher educators need to make a conscious effort to discuss and demonstrate the importance of school-to-work in their methodology courses. University students should

experience how information received in their methodology courses is applicable to the world of work.

The project's activities took place for three days during the 1998 Spring and Summer Semesters. The first meeting was an all-day session. During the morning, the WLS faculty and staff gave brief presentations to the BGSU faculty about implementing school-to-work in their schools and classrooms. The presenters were two Career Pathway specialists, one Career Development Specialist (K-8), one primary elementary teacher, one intermediate elementary teacher, one junior high teacher, and one high school teacher. The afternoon session consisted of BGSU faculty visiting WLS classrooms to witness integration of school-to-Work principles within the curriculum. The classroom visitations were dependent on the interest and content areas of the BGSU faculty.

Following the meeting, WLS faculty and staff worked with BGSU faculty to develop teachable units. The six teams of educators developed the units over the course of two half-days. The selection of the work days were decided by each team. The educators were matched according to similar interests, content areas, and grade level experiences. For example, a third grade teacher developed a store with her students, selling school supplies at the beginning of each school day. She was

paired with a BGSU faculty member who teaches elementary methodology courses.

This book is divided into six chapters. In the first chapter, the four authors demonstrate the integration of business education and school-to-work at the secondary level. Chapter two, the educators focus on elementary math and careers. Chapter three, two art educators at the secondary level combine consumer education with printmaking. Chapter four, the authors take a more integrative approach by building citizenship in a student run school store in a third grade classroom. Chapter five, the authors connects the art of making music with the business of music for secondary students . Chapter six, involves two special needs educators connecting community based jobs for developmentally handicapped secondary students.

This project was successful at establishing a school-to-work collaborative relationship with BGSU faculty and WLS faculty and staff. From these relationships, a deeper and longer commitment to the school-to-work has begun between the two groups of educators.

I have learned from this project that while the content of school-to-work is intriguing for teacher educators, the commitment to participate in activities that enlighten a person on school-to-work principles is a difficult task. This leads to the difficult question: what is the best way to educate teacher educators about school-to-work? While this project began to answer the

question, it did not resolve this issue. I believe before a new concept is successfully implemented it must be understood as being worthwhile to the people most effected. Which is followed by a period of discussions on how to implement school-to-work at the many level of the educational process.

ACKNOWLEDGMENTS

I would like to thank Bob Berns *of Bowling Green State University*, the principal investigator and Sandra Pritz *of The Ohio State University*, the project manager of the larger state school-to-work project. All the educators involved at Bowling Green State University and Washington Local Schools. Patricia Reeder, Assistant Curriculum Director at Washington Local Schools who helped design the project and made the necessary contacts with the teachers. Marnie Szymanski my graduate student, who labored many hours editing and putting the book together

Employability Skills

Dr. Kathy Siebenaler Wilson
Bowling Green State University

Sue Cooper
Laurie Gyurko
Washington Local Schools

Meg Smith
Bowling Green State University

Communication Skills

LEARNING OBJECTIVES

The student will be able to:

- Explain the importance of good communication skills.
- List, define, and give examples of the five components of communication.
- Give examples of verbal communication.
- Give examples of nonverbal communication.
  List. define, and give examples of the four skills to good writing.
- List, define, and give examples of the five rules to effective listening.

MATERIALS/RESOURCES

Career Skills Library -Communication Skills. textbook. Ferguson Publishing Co., 1998. Phone - 1-800-306-9941
Fax - I - 800-306-9942

Chang, Richard and Kevin Kehoe. *Meetings That Work.* Irvine. CA: Change Associates, 1994. Evaulation - The Grapevine Test

Guffey, Mary Ellen. *Essentials of Business Communicanon.* Cincinnati: South-Western Publishing Co., 1995.

Leshin, Cynthia B. *Internet Investigations in Business Communications.* New Jersey: Prentice-Hall, Inc., 1997.

OUTLINE OF CONTENT

Communication Skills

A unit presented by Richard Worth as part of the *Career Skills Library* The Communication Process

I. WHY IS COMMUNICATION NECESSARY?

A. We continuously communicate everyday, sometimes by design, and sometimes unconsciously. We chose what clothes we want to wear, what music we listen to, what television programs we watch. All of these actions communicate our attitudes, our personality, our character. How the actions are perceived is also communication. Good communication skills are an asset when trying to find a job. Employers look for on employment application that is completed correctly and the handwriting is legible, they search for applicants who look professional and speak well in an interview. Other types of communication include writing and listening. Transmitting positive communication through your words and actions will leave the receivers with a lasting, positive impression of you.

II. WHERE DOES IT ALL BEGIN?

A. The Sender's Message

1. Messages can be either verbal or nonverbal.

B. Channel Surfing

1. The channel is the physical means by which the message is relayed.
2. Things to consider when choosing a channel to send a message are:
   a. the complexity of the message
   b. the importance of the message
   c. what reaction do you expect
   d. what type of relationship do you have with the receiver
   e. what is the cost in delivering the message

C. The Receiver

1. The receiver is the person to whom the sender directs the message

2. The receiver will determine how to interpret the message based on several things:
   a. how was the message sent
   b. is it easily retrievable
   c. is it easily understandable
   d. what was the tone of the message

D. Feedback
   1. The feedback is the reaction the receiver gives to the sender
   2. Verbal or nonverbal

III. TYPES OF COMMUNICATION

A. Writing
   1. State your purpose.
   2. To be effective, the writer needs to:
      a. determine who the reader is
      b. what is the purpose of the writing
      c. how does the message relate to the receiver
   3. Dos and Don'ts of Effective Writing
      a. Do remember the reader
      b. Do research the reader before you begin writing
      c. Don't leave out any pertinent facts the reader may need to know
      d. Don't disregard the reader's feelings
   4. Four Cs Positive Writing Skills
      a. Concise
      b. Compelling
      c. Clear
      d. Correct
   5. The 10 Commandments of Good Writing
      a. Realize that all good writing must have a clear purpose.
      b. Recognize that less is more--too many words can bore reader.
      c. Understand that the most important information belongs at the beginning of writer's passage.
      d. Avoid grammar mistakes.
      e. Think about what the reader wants before writing.
      f. Make an strong impact on the reader through powerful writing.
      g. Don't use complex words the reader won't understand.

h. Leave out the information that doesn't relate directly to the purpose.
i. Use descriptive words.
j. Never assume the reader knows what you are trying to say.

B. Listening Skills
1. Listening is a cooperative effort of both a receiver and a listener
2. Five rules for effective listening:
a. Don't interrupt.
b. Don't jump to conclusions.
c. Don't judge the messenger, instead evaluate the message.
d. Put yourself in the speaker's shoes.
e. Don't tune out, find something of interest.

EVALUATION

The Grapevine Test

Objectives: The objective of the grapevine test is to illustrate the problems in verbal and nonverbal communication. Students will portray and exhibit speaking and listening skills.

Procedures: Arrange the room is a circle. Desks/chairs should all face each other so students can have a clear view of all other students. The teacher will designate a beginning and an ending of the grapevine. Affer writing the message down and keeping it discrete, the teacher will silently tell the first student a message. Make the message interesting, but exaggerated with emotion and attitude. The students will continue to pass the message through the grapevine till the last student has heard the message. The message can not be repeated. The last student will recite the message she or he heard.

Students should be told to pay close attention to the reactions of students as the message completes the circle. The discussion following the completion of the worksheet should reiterate the importance of good communication skills to students. Students may share their experiences and their rationale for transmitting the message by their interpretation.

What reactions did they see? How did the reactions of others influence their interpretation of the message?

Continue the exercise in smaller groups of 3 - 5. Assign a message to each group. Have students note on paper the types of verbal and nonverbal communication and reactions.

THE GRAPEVINE TEST

Name_____Date_____

Period_____

Directions: Answer the questions according to your experience during the Grapevine Test. Recall words, sounds, and faciaql expressions you witnessed during the exercise. In writing your response, be sure to refer to the four rules of effective writing. Be propared to discuss your conclusions with the class. NOTE: not all students will have the same answere. Someone might not have heard or seen the same things as their neighbor.

1. What are the components of the communication process?

2. List three (3) types of communication you experienced.

3. List three (3) types of verbal communication you experienced.

4. List three (3) types of nonverbal communication you experienced.

5. What did <u>you</u> think the message was? (How did you interpet the message?)

6. What was the real message?

7. Why did you interpret the message the way you did? Was it the way the message was delivered? Was it the person delivering the message? (Look in your notes on the communication process)

8. Did you give any feedback? Be specific.

9. What are the five rules for effective listening? Did you follow them all?

10. What is the goal of effective communication?

Learning the Ropes

LEARNING OBJECTIVES

The student will be able to:

- Understand basic business structure.
- Obtain an awareness of common first-day fears. Know what is appropriate to wear to work.
- Learn techniques needed to fit into the job.
- Understand how to be a good employee.

MATERIALS/RESOURCES

Career Skills Library- Learning the Ropes, textbook, Ferguson Publishing Co., 1998 Phone- 1-800-306-9941, Fax- 1-800-306-9942

Ten Easy Ways to KEEP Your Job- Video and Workbook, Human Relations Media, 1994

Take This Job & Love It- Video, Cambridge Educational, 1993 P.O. Box 2153 Charleston, WV 25328-2153 Phone-1-800-468-4227

Working Smart- Workbook, South-Western Publishing Co., 1995 OUTLINE OF

Learning the Ropes

A unit presented by Sharon Naylor as part of the *Career Skills Library* Use Powerpoint slides for presentation and discussion.

Slide 1 & 2 "Lessons from school that work on the job". Discussion

Slide 3 Explain business mission- The list of long-range goals the company wants to achieve in order to be a success. Examples of Business Missions

Discuss In order to participate in any business venture, you must know the company's mission, and you must understand your place in that mission.

Slide 4 Profits

Slide 5 The Management

Show Video Take This Job and Love It'.

Discussion

Slide 6 Your first day
Common first-day fears

Activity 1 See handout

Slide 7 Ten goals for your first day on the job

Slide 8 & 9 What do I Wear?
Office Wardrobe Do's and Don'ts

Slide 10 Lynne's Workplace Wardrobe Experience
Slide 11 Your Boss's Expectations of You

Slide 12 & 13 Acceptable and Unacceptable Reasons for Being Late for Work

Show Video Ten Easy Ways to KEEP Your JobWorksheet- What Would You Do?

Slide 14 Ten Characteristics of a Good Employee

EVALUATION

Test- Building Job-Keeping Skills

Name_____

ACTIVITY 1 HANDOUT

Melanie left her last job at Team Outfitters because she never really fit in. Melanie's coworkers treated her like an outsider, were unfriendly, and made no effort to help her adjust to the work environment. Because of her exceptional skills, Melanie begins a new job tomorrow at Power Plumbing Supply.

1. List four things Melanie can do to make a good impression.

2. Why is it important for Melanie to make a good impression on her new supervisor?

TEST-Building Job-Keeping Skills

In the space provided, identify at least one thing you can do right now to build your skills in each of the "ten easy ways to keep your job."

Take initiative
Get more skills
Leave personal problems at home
Get along with co-workers
Help make the company profitable
Develop problem-solving skills
Take directions well
Create good relations with your boss
Go the extra mile
Like it

Teamwork Skills

LEARNING OBJECTIVES

The student will be able to:

* Define teamwork in terms of people and goals.
* List several characteristics of a succes still team.
* List several team expectations.
* List and describe five unwritten rules related to team expectations.
* Describe several potential differences in team makeup.
* List several ways to prepare for a multicultural environment.
* Express ways to deal with feelings experienced when being left out of a group situation.
* List and describe the four basic personality types, including the needs of each type
* Describe possible strategies to deal with each personality type.
* List the six steps in team goal setting.
* List several examples of'~team killers," and how to deal with them.
* Give several examples of how to develop a ~'team mentality."

MATERIALS/RESOURCES

Videos:

Business Ethics. Meridian Education Corporation. 236 E. Fr*ont St., Bloomington, IL 61701;1-800-727-5507.*

Teamwork: A Skill You 'll Need. (Grades 7 - adult) Sunburst Communications, 101 Castleton St., Pleasantville, NY 10570; 1-800-431-1934.

Go, Go, Goals! Sunburst Communications, 101 Castleton St., Pleasantville, NY 10570;1-800-431-1934.

Books:

Bredin, Alice. *The Virtual Office Survival Handbook* New York: John Wiley & Sons, Inc., 1996.

Capozzi, John M. *Why Climb the Corporate Ladder When You Can Take the Elevator? 500 Secrets for Success in Business.* New York: Villard Books, 1994.

Fuller, George. *The Workplace Survival Guide: Tools, Tips and Techniquesfor Succeeding on the Job.* Englewood Cliffs, NJ: Prentice Hall, 1996.

Kinlaw, Dennis C. *Develpoing Superior Work Teams.* Lexington, MA: Lexington Books, D C Heath and Company, 1991.

Pell, Arthur R. *Complete Idiot's Guide To Manageing People.* New York: Alpha Books, Macmillan, 1995.

Peters, Thomas J. and Robert H. Waterman Jr. *In Search of Excellence: Lessons From America's Best Run Companies.* New York: Harper and Row, 1982.

Vance, Sandra S. and Roy V. Scott. *Wal-Mart: A History of Sam Walton 's Retail Phenomenon.* New York: Twayne Publishers, 1994.

Vii as, Donna and Sandy Vi las. *Power Networking: 55 Secrets for Personal and Professional Success.* Austin: Mountain Harbour Publications, 1991.

Wainwright, Gordon. *Essential Personal Skills for Life & Work.* San Diego: Pfeiffer & Company, 1993.

Internet:

"Teamwork," Blaire, http://www doorway. com/ei/htrnl/team/html

"Laying Foundations for Effective Teamwork," Blaire, http://www. ee.ed.ac.uk./-gerard/Teaching/artO.html

OUTLINE OF CONTENT

Teamwork Skills

A unit presented by Dandi Daley Mackall as part of the *Career Skills Library*

Notes: () denote page numbers for reference
PP = transparency also found in Power Point file

I. Introduction

A. Millions of dollars spent each year to train employees to work together
   1. Teams work!
   2. Teams produce greater profits and more satisfied employees

B. Teamwork is the process of a group of people pooling their resources and skills to work together and achieve a common goal.
   1. Businesses look for people with good team skills.
   2. Paul Kaponya, a management consultant for a variety of leading corporations said, "Experience and validated studies indicate that the single most important factor affecting success and failure is the ability to work effectively with others." (25)

C. *Exercise: List all the "teams" of which you have been a part. Which of the teams worked best? Why were those teams successful? (Discussion)*

II. Expectations of "Team" Players

A. Focus of expectations must be for the team, not the individual

B. Ten Team Expectations (42) *Transparency-PP*

C. "Unwritten" Rules (45)
   1. Company dress - be aware of what veteran employees are doing, don't let dress detract from who you are or what you have to offer
   2. Level of familiarity - be friendly and professional
      a. Don't force yourself on co-workers
      b. Watch joking - some people don't kid around - ever
      c. Don't assume first-name basis until clearly told to

3. Use of free time - be aware of what others are doing - observe and detect the "culture"
4. Unofficial pecking order - observe which people command respect
5. Ecology - determine emphasis placed on recycling and conserving resources

D. Potential Differences in Team Makeup (57) *Transparency-PP*
1. Teamwork requires an understanding and acceptance of all cultures
2. Employers want a team of people, no matter how different, who can work together
3. Five Tricks to Fair Play (65) *Transparency-PP*
4. Preparing for a Multicultural Environment (69)
   a. Take a foreign language
   b. Find a pen pal in another country
   c. Get involved in an international club
   d. Host foreign students in your home for holidays or hospitality
   e. Join a volunteer organization that serves other cultures
   f. Join a church or community groups that have outreach programs
   g. Recognize different points of view
   h. Get to know those with disabilities (talk to them)

E *Exercise: When was the last time you felt out of place? Write down what it felt like. What made it better? Worse? (71)*

III. Personality Types

A. Hippocrates identified four distinct temperaments, or personality types over 2,000 years ago (74) *Transparency-PP*
1. Sanguines (outgoing, popular, life of the party, live for fun)
2. Mel ancho lies (artistic, close friendships, organized, analytical)
3. Cholerics (leader, confident, forceful, goal oriented)
4. Phlegmatics (easygoing, gets along with all, well balanced, steady)

B. Few people fit into a 100% personality type - but, if you know what to expect, you can *act, not react* (76)
1. Sam Sanguine (needs to be the center of attention)

a. You may represent competition, jealousy and animosity could develop, if it happens, don't react, concentrate on doing your job
b. Accept the level of friendship that Sam offers, even if it's not what you have in mind
c. Sam may have trouble focusing on work, be careful how you explain your need to get to work
d. What needs will Sam have?
    1. Sam needs attention, eye contact is important
    2. Sam needs approval, compliment ideas when you can, be careful when you need to disagree
    3. Sam may not realize his need for consistency, minimizing conflict will help your team

2 Melancholy Mary (is intense and always tries to do her best)

a. Since Mary tends to be a perfectionist, she may get upset if you're not orderly and disciplined too, understand her standards and realize that you may never meet her standards
b. Mary's perfectionism can make her negative, don't get drawn into negativism or depression
c. Mary is given to moodiness and sensitivity, be sensitive, don't joke at her expense; if you offer her, apologize, she can hold a grudge
d. Mary needs deep friendships, not showing interest in what is important to her may cause her to write you off as shallow (or worse)

e. What needs will Mary have?
    1. Mary needs to be drawn out, ask her opinion, talk to her about her interests
    2. Try to respond to her need for order and discipline, be on time, keep schedules
    3. Mary doesn't treat relationships lightly, remember what things and people are important to her

4. Mary may need some time alone, try to honor this
5. Mary may tend to get depressed, stay positive, encourage the same

3. Carl Choleric (has definite leadership tendencies)
   a. Carl honestly believes he's right and you are wrong, arguing usually won't get more than a fight, be diplomatic
   b. Carl expects you to work as hard as he does, don't procrastinate, follow through with your responsibilities
   c. Carl is more focused on team goals than on team members, don't take criticism personally
   d. What needs will Carl have?
      1. Carl needs to succeed, team success will help satisfy this
      2. Carl may "ruffle feathers" occasionally, keep in mind that he doesn't mean everything he says
      3. If necessary, don't hesitate to confront Carl, he can take it, even if he doesn't accept your point of view, you need to try
4. Farah Phlegmatic (seems to get along with everyone)
   a. Farah is so easy going, she may slip into laziness, you may have to pick up the slack for the sake of the team
   b. Farah probably won't get too excited about anything, don't be overly disappointed with her lack of enthusiasm
   c. Farah seeks peace, she may not volunteer or take risks
   d. What needs will Farah have?
      1. Farah needs to keep peace, don't be argumentative
      2. Encourage her to volunteer, suggest a plan of action
      3. Farah may be hiding her problems, be sensitive enough to figure out what she may be hiding

C. *Exercise: What personality type/types do you think you are? What can you do to overcome traits that may detract from your success?*
Exercise: Describe two people who have trouble getung along. What do you think their personality types are? What could you do to try to help the situation?

IV. Team Goal Setting (91) *Tratisparency-PP (Secrets to Team Goal Setting)*
- A. Define the mail goal
- B. Clearly state the goal
- C. Involve the whole team
- D. Break the goal into objectives
- E. Divide the workload
- F. Anticipate problems

V. Team Success
- A. *Transparency-PP (Team Killers)* (107)
  1. Gossip
  2. Jealousy
  3. Prejudice
  4. Critical spirit
  5. Selfishness
  6. Laziness
  7. Stubborness
  8. Negativism
  9. Blame
  10. Deceit
- B. Personal Victory through Teamwork (117)
  1. Hershberger (117)
  2. Walt Disney (119)
  3. Develop a team mentality
     a. Volunteer for group projects in your community, church, school, and family
     b. Practice your team skills, become a team player
- C. *Exercise: Write down a list of activities you could participate in to develop your team skills. Share the list with the class.*
Exercise: Keep a list of all activities over a two-week period related to team skill, analyze any situations where you could have been more effective, write down possible ways to in pro ve your team success.

EVALUATION

Discussion Starters: (27 - Teacher's Guide)

As a class, discuss how to handle each of the following situations:

A member of your team is very quiet and does not contribute to group work.

A member of your team constantly throws the team's work off-course by bringing up unrelated issues

A member of your team does not follow through with commitments and doesn't do his/her share of the work.

Creative Writing: (28 - Teacher's Guide)

Write a story about a team that works cooperatively to solve a difficult problem.

Evaluation, continued

Cultural Differences: (28 - Teacher's Guide)

Interview a person whose cultural background differs from yours. Ask questions to learn more about his/her holidays, language, foods, customs, rituals, ethics, values, government, family history, native dress, etc.

Improving Your Teamwork Skills (28 - Teacher's Guide)

Review the list of "Teamwork Skills." Set three personal goals to become a better team player in the areas you feel you are the weakest. After your next team project, evaluate yourself to see if you have reached the goals.

Research

Search the Internet for articles or other information on teamwork. Prepare a report on the interesting facts your learned about teamwork.

Art Projects

Design a symbol or logo that represents the spirit of teamwork for an organization.

Design a poster or bulletin board to display any of the characteristics of effective teamwork.

Careers and Math

Dr. Ginny Keen
Bowling Green State University

Linda Hoover
Carol Stoll
Sixth Grade
Washington Local Schools
Summer 1998

SCHOOL TO WORK

CAREERS AND MATH

TRIP PLANNING

Career Objectives:

Chosen from Ohio's Career Development Blueprint for Middle Schools

Goal 1: Self Awareness

Goal 3: Career Information

Goal 4: Exploration

Goal 9: Decision-making and Goal Setting

Goal 11: Economics

Math Objectives:

Chosen from Sixth Grade Proficiency Test Learning Outcomes

Goal 1: Problem Solving

Goal 2: Number Relations

Goal3: Geometry

Goal 4: Measurement

Goal 5: Estimation

Goal 6: Data Analysis

Time Frame-3 Weeks

Week 1 INTRODUCTION AND EXPLORATION

Social Studies

-Explore map skills i.e.
- -distance
- -scale mileage
- -compass rose/direction
- -terminology

Language Arts

-Explore pamphlets and brochures
-List items to take on a trip to Disney World
-List Responsibilities of daily living to address before trip

for example
- -stop paper
- -stop mail
- -pet care
- -yard mowed
- -plant care
- -laundry
- -dry cleaning
- -trip needs
- -shopping
- -car checked
- -maps/tickets
- -medicines

Math

-Discuss budget ideas (See "Kid's Money Book," pp.113-116)
-Discuss spending diary with practice ads

WEEK2 MOTIVATION, DIRECTION, TIME ON TASK

-Place students in cooperative committees
-Invite speaker from a travel agency to discuss trip planning with students

-Discuss specifics of trip planning students will be doing. (See separate sheets.)

-Introduce parameters of trip project
-Introduce requirements of project
-Answer questions and give time to work in class committees

WEEK 3 TIME ON TASK, MATH CORRELATION, LANGUAGE CORRELATION

-Give students time to work in class on requirements
-In math classes focus on skills related to project:

1. Discussion of money taken, as well as choices of cash amounts to take and traveler's checks
2. Discussion of circle graphs to represent budget
3. Discussion of changing whole numbers to per cents and then determining tips of 15% or 20%
4. Interpret scale mileage
5. Work with estimation (mph vs. time traveled to compute daily mileage)
6. Discussion of data analysis
7. Discussion of equation writing to determine totals for family of four
8. Discuss patterns

-In **language arts** classes relate spelling and creative writing activities:

1. Use a spelling unit of 10-15 words related to project (i.e.*budget, itinerary, destination,* etc.)
2. Create a brochure of an attraction related to the trip
3. Lead a group activity to discuss life responsibilities to take care of upon arrival home (i.e. get mail, pick up pet, pay yard care person, etc.)

EXTENSION, ASSESSMENT, FOLLOW-UP

EXTENSION

Some students may be challenged to pursue this project further. Students may extend the time of travel and plan a "side vacation" on the way home. The size of the raffle money that the students win may be increased to provide for this. Students may look into plane, train, or bus travel and plan their trip according to such costs and schedules. They may choose to design a shorter/longer trip, based on the costs. Students may plan a presentation to "highlight" their trip, perhaps using computer support (e.g., using ClarisWorks slide show or HyperStudio). Presentations may be given to classmates and, in the case of computer presentations, shown at a school event, such as a conference night or open house. Students may want to draw posters of attractions or create post cards or "photographs" taken on the trip.

ASSESSMENT

Along with on-going classroom observation of students' work, teachers may give points for the Budget Planning sheets (My Spending Diary), the accommodations list, and route information. Other abilities developed in the project include research skills, problem solving and creativity, group cooperation, and other new skills as evidenced by the teacher. All would be included in some form of assessment.

One option is to give students points for various pieces of the project. For example:

1. Completing the ten Budget Planning sheets yields 50 points,
2. Completing accommodations' tasks yields 20 points,
3. Completing routing information yields 10 points,
4. Completing destinations' tasks yields 10 points, and
5. Demonstrating research skills, problem solving skills, new skills learned, group cooperation, and care in preparing any products (neat, accurate, mechanics correct) yields 10 points.

Total possible points = 100

FOLLOW-UP

If time, the travel agent (and other agents from the office) may be asked to review the projects with students and to give feedback. Students could plan a "Travel Tea" reception and serve iced tea and cookies as a "Thank You." If possible, any students who planned a presentation could present it to the visitors and classmates.

Student-designed brochures should be displayed. A special bulletin board could be created by the students on which to showcase them.

CONGRATULATIONS

YOU HAVE WON $2,OOO. IN A RAFFLE YOU HAVE DECIDED TO TAKE A FAMILY TRIP WITH YOUR "LUCKY LOOT."

YOU NEED TO PLAN THE TRIP BEFORE YOU GO SO THAT YOU ARE PREPARED FOR A FABULOUS VACATION. YOU ALSO NEED TO PLAN, SO THAT YOU CAN BE SURE THAT YOU CAN AFFORD SUCH A TRIP.

USE THIS INFORMATION AS YOU PLAN:

1. **You are a family of four (2 adults, 2 children)**
2. **Your destination is Disney World, Orlando Florida**
3. **Length of vacation and travel is 10 days**
4. **Your trip is to be planned for July**
5. **Your method of travel is by car**
6. **Your trip budget is $2000**

PROJECT REQUIREMENTS

1. Map out route to be taken to Orlando, Florida and back to Toledo, Ohio.

-Use maps and highlight route
-List in order the routes to be taken to your destination and back home
-Use a chart to list the mileage you cover daily
-The number of travel days used to get to Disney World and home again is your decision to make.

-TURN IN:

1. map of route taken
2. list of route taken
3. chart of daily mileage

2. Choose accommodations:

-List places you would stay on the way to Florida and on your return trip.
-List places you would stay in Orlando
-Make sure that the number of nights you would stay at each place is induded
-Make sure that the number of nights adds up to 9. (You will travel on the loth day and arrive home that night)

-TURN IN:

1. list of places stayed during the 9 day trip
2. cost of each night's lodging

3. Budget all expenses

-Think about money needed daily for a place to stay, meals,gas,entertainment, miscellaneous
-Fill out 10 Daily Budget sheets listing amounts needed for all expense items. Total each day's expenses.
-Base all expenses listed on research and group discussions.

-TURN IN:

1. 10 daily budget sheets

4. Destination Information

-Research places you would like to visit in Orlando

-Consider cost for a family of four
-Consider opening and closing times (read schedules)

-TURN IN: List of places to visit and how long you'd visit in each

Materials List

1. Cost of maps, brochures, etc. from AAA, if unable to be obtained gratis.

2. Math for the Real World CD - ROM from Davidson School Catalog (Spring 1998 pg. 36)

   Cost: Teacher Edition (2) $79.95
   Lab Pack (5) $ 169.95
   *These are MacIWin CD-ROMs PHONE:1-800-545-7677

3. TripMaker 1997 CD - ROM from Educational Resources Catalog (Spring 1998 pg. 149)

   Cost: WINCD school #91204L $53.95
   WINCD lab-5 #95773L$99.95
   lab 10 #25696L $199.95
   PHONE: 1-800-624-2926

*This CD-ROM is only for Windows. We called the company on July 8, and asked if there would be a 1998 version that could possibly be used for the Mac. As of now, this program is still only made for Windows, therefore, we can not order this for Washington Local since we have only Macs in the classrooms. However, the CD might be ordered for the university!

Consumer Education And Printmaking

ROSALIE H. POLITSKY, PH.D.
BOWLING GREEN STATE UNIVERSITY

DOUGLAS DURY
Washington Local Schools

LESSON ONE

Objectives: The students will...

1. Generate ideas for the selling of their art as a fund-raising activity.
2. Effectively present their fund-raising proposal to administrators, teachers, parents and students.
3. Order and properly store supplies and materials.

Activities:

1. Generating fund-raising ideas:
   a. Brainstorm about how students may use their art to raise money for the art program and the school
   b. Consider the following:
      -likelihood of administrative support
      -amount of time of the proposed project, both in school and on their own
      -cost of materials and production
      -accessibility of equipment
      -sponsorship
      -advertising

2. Negotiating the project with the Administration:
   a. Develop a plan that clearly defines the following:
      -the desired goals and outcomes of the project
      -the estimated overall cost and income
      -a timetable with long term and short term objectives
   b. Elect student representatives to bring the proposal to the attention of the administration

2. Ordering materials and supplies:
   a. Learn how to contact the school personnel responsible for managing the supplies and materials
   b. Collect catalogues and conduct a price comparison for the following items:
      - brayers
      - linoleum cutters
      - gouges
      - rubber blocks
      - linoleum blocks
      - printing inks
      - styrofoam sheets
      - plexiglass
   c. Choose items from the art specialist's list
   d. Learn how to fill out order forms

e. Seek approval of the art specialist, administrator and school secretary or clerk
f. Check invoice against the order form when materials arrive
g. Secure safe and proper storage and provide a plan for the use and care of all materials and equipment

LESSON TWO

Objectives: The students will...
1. Practice effective interviewing skills.
2. conduct demographical research in preparation for their product designs.
3. consider how manufacturers assess the needs and desires of the general consumers.
4. Select a target population for their printmaking fund-raiser.

Activities
1. Research the demographics by visiting area stores and finding examples of prints designed for T-shirts, hats, book bags, packets etc.

2. Collect the names of the stores, location and prices of these items
3. Note how the stores advertise these products
   - store signs
   - brochures
   - phone book
   - benches
   - billboards
   - television & radio
   - internet
   - newspapers & magazines
4. Bring in examples of these advertisements and discuss the profile of the targeted population:
   - age
   - social/economic background
   - psychological aspects
   - race
   - health
   - interests
5. Choose their target population
   - classmates
   - church members
   - teachers
   - alumni
   - social group
   - family & neighbors
   - school board
6. Discuss how the cost of advertising is made up for in the retail cost to the customer

7. Interview the store managers and identify the investors, sponsors and stockholders
8. Generate ideas on how to secure community sponsors
   - raffle off school-made art items at local retail and sports store
   - contact the president of the Parent Association
9. Interview administrators, parents, teachers and students to get an idea of what they would be interested in
   - T-shirts
   - book covers
   - lunch boxes
   - clothing
   - book bags
   - magnets
   - buttons
   - bestiaries

LESSON THREE

Objectives: The students will...

1. Name each of the medium used in class and describe its specific performance traits (transparency, fluidity, plasticity)
2. Recognize the skillful use of these media in various printmaking processes.
3. organize several field trips to area private, university and commercial printmakers.

Activities:

1. Watch a presentation by the art specialist and identify the possibilities of printmaking
   - silkscreen
   - lithograph
   - embossing
   - Itaho
   - reduction
   - block print
   - off set
   - monoprint
   - relief
   - multi-colors

2. Plan three field trips: the printmaking studio, School of Art, Bowling Green State University, the University commercial Print Shop, Mr. Chris Kakas, printmaker
   - write letters to the university professor & administrator
   - secure permission from the administration/parents
   - select time and date
   - secure transportation

3. Students will break into small groups, and with the assistance of the art specialist, will research and demonstrate the various techniques, including...
   - technology
   - materials/supplies
   - limitations
   - special equipment
   - safety
   - cost
4. Decide which techniques are most appropriate for mass production~~limit to three processes
5. Divide into three groups and create their own company
   - name of company
   - select and research their particular technique
   - create a division of labor
   - decide to either buy or rent the equipment from the art specialist, printmaker, industrial artist, commercial artists

LESSON FOUR

Objectives: The students will...

1. Demonstrate improved skill in handling familiar and unfamiliar art media and printmaking techniques.
2. Incorporate the elements and principle of art into their print designs.
3. Evaluate completed designs using personal and artistic criteria.

Activities

1. The students will make several designs that incorporate the elements of principles of design
   - positive/negative space
   - center of interest
   - spacial relationships, i.e., frame of reference
   - dominance and counterpoint
   - color planning~~analogous~ complementary, monochromatic

2. Students will submit competitive designs; designs will be voted on by the class and the sponsors
3. Discuss the appropriateness of the design to the particular printmaking processes
4. Begin the process of making the prints

LESSON FIVE

Oblectives

1. Discuss the value of advertising both to the manufacturer and to the consumer.
2. Generate ideas about the means by which advertisements reach the customers.
3. create and distribute advertisements.
4. complete sales receipts.
5. Write letters of appreciation.

Activities

1. Discuss the possibilities of advertising the products
   - -decide on the deadline for production
   - -making product examples
   - -decide on the dates and place of the sales
   - -create a mailing list
   - -use computer program to create address labels
   - -decide on hand billing or bulk mailing
2. Design, produce and distribute flyers and posters
3. Decide on the various roles the students will take
   - -sales representative
   - -artist/designer
   - -technician
   - -clerk
   - -computer programmer
4. Learn how to make out sale orders
   - - calculating
   - - taxes
   - - writing out a check
   - -giving change
5. Write letters of appreciation
6. Generate ideas on how to spend the money

No Such Thing As A Free Lunch

Building Citizenship Through a School Store

Cassaundra El-Amin
Bowling Green State University

Roxanne Ward
Washington Local Schools

Unit: No Such Thing As A Free Lunch,
Building Citizenship Through a School Store

Grade Level: Third

Goals:

1. To help students make connections between concepts learned at school and their application in a career path.
2. To provide positive role models of citizens who make contributions to society.
3. To help students develop the soft skills (manners, grammar, timeliness, poise, attitude, etc.) to market themselves in a competitive world.

Objectives/Activities:

1.To provide real world opportunities to help students learn the hard skills (curriculum, content, etc.) that are required to be effective citizens.

Students will understand how technology is essential for business communication and record keeping (i.e. cash register, computer, calculator, fax machine, telephone).

Activities

Use a cash register to experiment and role play.
Use cash register as a calculator to total sales and
Fill out and fax order forms complete with extensions
Use computer (spreadsheet) to record sales and expenses.
Use telephone to call in orders.

Students will understand how math skills are applied in business transactions.

Activities

Use mental and paper mathematical calculations (counting, addition, multiplication, subtraction, division, simple fractions).
Role play transactions.
Add a number of different items.
Multiply several items at the same price.
Subtract to find out correct amount of change.
Count items for inventory.

Use calculator to find average daily safes.
Use fractions and percentages to calculate items sold.
Complete a deposit slip.
Write checks to pay debts.
Check accuracy of invoices prior to paying for correct
Calculate the cost of running a business including rent and utility bills.

Students will understand how advertising increases sales.

Activities

Chalk the sidewalk.
Make flyers.
Make signs.
Create announcements.
Develop and present door-to-door demonstrations.

Students will develop decision making skills to make the business profitable.

Activities

Make marketing decisions based on information available (i.e. Can we make a profit? Can students afford the goods? What
Discuss alternatives if students can not afford the goods. (i.e. Will the store allow credit? What happens if people don't responsibility to provide credit? How will other customers be affected if people don't pay their bills?
Calculate and discuss the costs for employee tardiness.
Write a journal entry or story relating to tardiness.
Use the democratic process to make decisions.
Provide employee rewards for class members.
Develop and use good communication skills.
Build community and use group decision making skills.

Group Activities

Survey customers for merchandise suggestions.
Compare cost of an item to the suggested selling price.
Decide the best time to buy.
Consider teachers' input in purchasing decisions.

Vote on new purchases.

Vote on classroom rewards (CD's and CD player, board games, etc.).

Vote on rewards for classmates (individual storage baskets, fast food lunches, junk food party, crafts). Vote on gifts for volunteers (engraved plates). Develop rules that make the store successful (ex. Complete morning activities and be seated, store workers complete prior to working) keep the store clean.

2. To involve the community in providing positive role models and information to students about their positions and how they contribute to society.

Students will be able to discover the characteristics of positive role models.
Students will be able to identify the consequences of decisions and on their impact on society.

Activities

Make a "T" Chart of positive and negative characteristics.
Make a flow chart or semantic analysis of possible decisions.
Write a reflection on their own choices.
Write a "Someday" book.
Discuss the expression, " no such thing as a free lunch."
Read various children's literature and discuss responsibility.

Suggested guest speakers could include:

Human Resource Manager
Public Relations Expert
Teller
Loan Officer from a bank
Purchasing Agent
Store Manager from local business
Small Business Owner
Accountant
"Rags-to-Riches" person
Social Agency Spokesperson- No such thing as a free lunch
Teenage mom
Trucking goods representative
Representative from Junior Achievement

Suggested field trips could include:

Bank or credit union
Local grocer, department, or discount store
Any business
Cherry St. Mission

Toledo Rescue Mission
Battered Women's Shelter

3. To help students develop the soft skills (manners, grammar, poise, attitude, etc.) to market themselves in a competitive world.

Students will use grammar and manners appropriate to the situation. Students will display poise and a positive attitude in working with others.

Activities

Role play positive and negative uses of manners, Share books on the topics and discuss students' responses.
Make posters of appropriate and inappropriate uses of soft skills.
Reverse roles and have students "be" the teacher. Make a book about one of the soft skills possibly using a pattern from a literature book. Present to younger students.
Model behaviors in other situations, ex. in cafeteria, library, gym etc.
View videotapes of clerks in action. Discuss and critique for soft skills.
Observe positive and negative examples of people skills in their own lives.
Develop a class signal to indicate the use of inappropriate grammar i.e.. thumbs-up, thumbs-down. Complete a job application.
Interview for the job.
Draw conclusions on how the concept, "no such thing as a free lunch," impacts society.

Assessment:

Play "What's My Line" describing characteristics of specific jobs.
Play "Yes, No" game where students are only allowed to use "yes" or "no" to questions.
Design an advertisement that includes who, what, when, and why.
Create and perform a sales presentation of merchandise in store; participate in and accept peer and teacher critique.
Write "Thank you" letters to business persons and guest speakers who provide enrichment.
Play "Jeopardy" to review careers presented.
List benefits of owning and operating a store; create a video to convey those thoughts.

keep a journal to reflect on experiences.
Write a check, make a deposit slip reflecting the week's total sales. Add daily sales at the end of each week, divide by number of days to arrive at average daily sales.
Complete an order form for merchandise. Use calculator to extend total.
Keep a learning log.
Observe students' interactions with customers using a checklist.
Observe students' interactions with each other and others within the school environment.
Complete a job application, criteria- neatness and accuracy. Create a scene for a class play demonstrating that there is "no such thing as a free lunch."

Resources:

Materials

Cash register
Catalogs
Money wrappers
Register tape and ribbon
Journals
Job applications
Calculators
Computer
Access to fax machine
Access to phone Tables for display

Books

Mud For Sale by Brenda Nelson
Soo Ling Finds A Way by J. Behrens
Josephine's Imagination by A. Dobrin
I Can Be A Salesperson by C. Greene
My Little Island by F. Lessac
Manners by Aliki
Perfect Pigs by Marc Brown and Stephen Krensky
Excuse Me by Janet Riehecky
Hello Gnu. How Do You Do? by Barbara Hazen
Someday by C. Zolotow

Teachers' Books

Focus on the World of Work by Jerri A. Carroll
Take a Stand! by Daniel Weizmann

Arts and Communication
&
Business and Management

Dr. Isabel Barbara O'Hagin
Bowling Green State University
Brad Sharp
Washington Local Schools

View the video series by Wynton Marsalis. Form a small group (5) and discuss the questions below. Brainstorm at first and write down anything that comes to mind. Be prepared to share your ideas during the class discussion. Do a bit of investigative work afterwards and find out more about the area/career that interests you.

Collaborative GrOUD Work TIDS:
Work Cooperatively as a Team. Assign roles: The Moderator, The Scribe, The Spokesperson, The Time Keeper, The Motivator (Cheerleader)

The Moderator acts as the chair and keeps everyone involved. Watches out for time hogs.
The Scribe takes notes.
The Spokesperson speaks on behalf of the group when called upon.
The Time Keeper keeps everyone on task within the given time frame.
The Motivator keeps interest high and encourages a positive attitude within the group.

See questions on reverse side!

Questions

1. Brainstorm: Make a list of all possible careers that are involved in the production (external) of the video.

2. Brainstorm: Make a list of all possible careers that are involved with the musical/artistic aspects of the video (internal).

3. Choose four careers from each list. Discuss the following questions for each one:
   A. What type of work is involved?
   B. By what title/name is this type of work known?
   C. What type of training/education is required in order to be qualified for that position?
   D. Where do you go to receive that type of trainirig/education?

4. Do any of these career choices appeal to you? Why?

5. What can you do during your high school years to prepare for such a career choice?

6. What did you find most interesting about the video? (4 videos in this series: #1, #2, #3, #4)

7. In what way did the visual graphic effects add to your enjoyment of the music?

8. What new idea did you learn from watching this video?

Questions for You!:

1. Where can I find more information on this topic/career choice?

2. Who can I turn to for help?

Making Connections with Media and Related Arts
by Dr. Isabel Barbara O'Hagin

The following activities can be used to enhance students' discussion of career possibilities that involve music, media, and related arts. Begin with the Wynton Marsalis video series.

Producing Your Own "ROCK" Videos Creating Commercials

Questions to Ask before "Creating Commercials".

1. List your product name.

2. List the good points that will help to make it attractive and easy to sell:

3. Describe any sound effects you will include in your commercial:

4. What type of music will best represent your product? Why?

5. Write your script for the voice parts. Include music cues and sound effect cues.

6. Be prepared to perform your commercial for class (Or: You can prepare this performance on videotape.)

Teacher Instructions: Be sure to engage the students in large group and small group discussion. You may also want them to think about the differences between commercials created for television and radio. Have students discuss the psychology behind the advertising slogans and marketing efforts. Have students write a reflective journal entry for the purpose of self-evaluation and critique.

And finally, you may want to produce a home-made videotape or audio-cassette of short commercial clips that are current. Select those that focus on music. You may want to give this assignment to a student or group of students.

School-To-Work Projects

Making Connections with Media and Related Arts

Producing Your Own "ROCK" Video

Instructions: Form small groups or pairs as necessary.

1. Select a contemporary song for your video. Choose a song with lyrics that interests and that is appropriate for classroom use.

2. Listen carefully to the lyrics and write them on paper. What is the overall effect (and message) the composer/song lyricist is trying to put across?

3. Listen again and pay close attention to musical details such as dynamic levels, tempo, timbre, texture, melody, and rhythm and how they affect the mood established in the song. Discuss in your group.

4. Identify the form of the song--most typically verse/chorus (A B :11).

5. Create a dramatic timeline for events described in the song. Using a stopwatch, note the major dramatic changes.

6. Imagine you are a famous film director. Select visual scenes to capture on videotape that will accompany the song. You may have classmates play the part of the actors if needed.

7. Using a camcorder record your visual scenes. You may have to film outside of class time. Bring your videocassette to class.

8. Class Informance: Play your song as you piay the videotape scenes on a TV-VCR unit.

9. Group engages in self-critique.

Skill Development For Community Based Jobs: Activities For Developmentally Handicapped Students

Sean Smith
Bowling Green State University

Paula Maier
Washington Local Schools

Skill Develoment For Communitv Based Jobs

I. Bring Jobs into the school
   A. Have companies supply volunteer work that can be done in the classroom (currently in progress)
      1. Toledo Hospital--mailings, folding, collating, and labeling
      2. J. C. Penney--assembling gift boxes
      3. Toledo Automatic Door--sorting nuts and bolts
   B. Use a checksheet to evaluate students' employability skills
      1. Go over evaluation areas with students ahead of time
      2. Use evaluation sheet to give constructive cnticism in areas student needs to improve
      3. Have students evaluate their own work performance

II. Jobs within the community
   A. Secure four different Job sites (each job site for 2 months) to have the program throughout the school year (examples: grocery store, restaurant, business, hospital, etc.)
   B. Six to eight students on the job site in various departments
   C. Work two days per week for 2 1/2 hours per day. Format:
      1. First hour secure a room and have class at the job site teaching obtaining and maintaining a job
      2. Half an hour lunch
      3. Work one hour

III. Classroom activities for obtaining a job
   A. Make a worksheet having students mark the item they would like to do
      1. Check want ads in newspaper to match yourself with a job
   B. Resume/fact sheet
      1. Include the following information
         a. personal information
         b. career objective
         c. education
         d. extracurricular
         e. work experience
         f. references
      2. Type on word processor and save on disk
   C. Letter of application
      1. Type on word processor a brief business letter including these items

a. job applying for
b. how did you find Out about the job
c. your qualifications/skiJls
d. what can you do for your employer
e. request an interview
f. times you can be reachedicorrect phone numbers
g. thank you for his/her time and considerations

D. Cover letter
1. State job applying for
2. Summarize your qualifications and refer to your resume
3. State date when available for employment
4. Thank potential employer for considering your qualifications

E. Fill out job applications
1. Have students go to various job sites for applications
2. Practice filling out job applications

G. Develop word processing skills for A thru F (above) with a word processing program in which the training is focused on direct instruction using instructive and technological applications to develop these competencies

IV. Classroom activities for maintaining a job

A. Grooming/hygiene
1. Use magazines to cut out appropriate outfits
2. Use catalogs and till out orders for outfit to be appropriately dressed
3. Personal hygiene
a. write paragraph on good hygiene b review care of clothing-labels for laundering

B. Self-advocacy skills
1. "Dear Abby" cards with various work situations/problerns (student writes solution to these cards)

C. Communicating
1. Mock interviews
2. Role play taking initiative (ask questions seek clarification: seek help: eye contact)
3. Discuss appropriate conversations with co-workers

4. Set Lip a station with a product and provide a demonstration of your product (exampls-show how to use an ice tea maker)

D. Work skills
   1. Attend on time (time cards)
   2. Stay focused on the job
      a. discuss various jobs and what iob would entail (example-stock, cashier, bagger, etc.)
      b. work independently
         1. fill Out job applicationsi forms
         2 .perform lob on given job site
      c. safety on the job
         1. describe jobs and tools needed
         2. safety regulations-read manuals on safety procedures

E. Work stamina
   1. Invite guest speakers to discuss their jobs

F. Quality of work
   1. Discuss these topics
      a. poor workmanship
      b. you represent your company
      c. pride in your job
      d. reward for good work (paycheck, gift certificates, coupons, etc.)

G. Supervising
   1. Role play being a supervisor
      a. give cards with improper work situations and have students do constructive criticism
      b. teach someone a job H Getting along on the job
         1. Work cooperatively (play board games)
         2. Role play good manners, respect, getting along